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ABSTRACT

Values education, moral development, critical thinking, and critical pedagogy are important educational concepts, each with its own philosophical and political background and educational practices. This paper reports on efforts to link elements from these different approaches to the secondary education curriculum. First, a model of "Teaching and Learning Values" is described, along with "values stimulation"--the values teachers find important for their students are expressed in the content of their instruction and in the way they guide the learning process. In a study of 415 teachers, results indicated that teachers not only pass knowledge and skills onto their students, but also stimulate them in developing certain values. Four methods teachers use in teaching values are identified. In a second study, teachers from five upper secondary schools participated in an examination of the connection between stimulating certain values by teachers and students' critical thinking. Interviews with these teachers focused on how they see their task in developing values in their students; examples of strategies used by these teachers are discussed. In a third study, 43 students indicated their preference that teachers indicate differences in values and express the values they themselves find important. Cognitive strategies and values of students are also explored. (Contains 43 references.) (ND)

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TEACHING AND LEARNING ON MORAL DILEMMAS

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Different educational concepts deal with values in education. Important concepts are value-education, moral development, critical thinking and critical pedagogy. All these concepts have their own philosophical and political background and their own educational practices. People often speak in terms of 'movements', for example the 'critical thinking' movement and the 'value education' movement. It is clear that these concepts mainly do represent movements rather than clear and articulated educational practices.

Between representatives of these movements very little interaction takes place for they all have their own journals, their own conferences and their own frames of reference. To teachers it is seldom clear what similarities and differences exist between these concepts. They only see different groups that all preach their own 'message' and ply their own trade of curriculum materials and training programs. In reality, all these concepts remain of only partial influence on the educational practice. Teachers see them as special programs for certain problems and as programs that are separate from the regular curriculum.

In the past 10 years we have seen a renewed interest in the Western World for the contribution that education can make towards moral development and the learning of 'good' behavior. The 'pedagogical task' of education is again emphasized. Education is again regarded as something more than just learning basic skills. This concern about values is based on two assumptions: the moral development and the values of youngsters deserve a special interest; and of all the agencies of government for influencing youngsters, education has a particular task in this respect.

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At the University of Amsterdam in the Netherlands we are trying to link the most suitable elements from all these different approaches and connect them to the regular curriculum of upper secondary education. For this we initiated several research programs (Veugelers, 1995; 1997), some of them with the active participation of teachers in action research and in curriculum and methodology development (Veugelers and Zijlstra, 1995; 1996).

In this work, our own ideas about teaching and learning are crucial. Teaching and learning are two different processes. Education is the interaction between teachers and students, and is therefor an interaction between teaching and learning. In our opinion, values are interwoven in all curricula and in all behavior of teachers and students. Towards the end of this article we will argue why we should not only work with values in education but with moral dilemmas as well.

Oser (1994) distinguished in a review article 10 different moral perspectives on teaching:

1. the positivistic approach
2. the personality- and virtue based approach
3. the concern approach
4. the liberalistic form
5. the developmental approach
6. the curricular concept
7. the moral model concept
8. the political and organizational morality approach
9. the relational morality approach
10. the discourse approach

Our work is on the curricular concept and the discourse approach. It deals with the way teachers in their personal curriculum communicate with students about values.

We will first have a more detailed look at the similarities and differences between value education, critical thinking and moral development. We will refer to critical pedagogy at the end of this paper.

VALUE EDUCATION, CRITICAL THINKING AND MORAL DEVELOPMENT

Value education (Lickona, 1991) wants to strengthen the transfer of values in education; transfer by means of the curriculum and the moral climate in the school. Critical thinking (Paul, 1992; Ennis, 1994) aims to develop a reflection on values and a value development by means of analyzing and comparing opinions. Moral development (Power, Higgins and

Kohlberg, 1989) concentrates on the stages of the cognitive development for learning values and the skills to reflect on values.

What is the relation of value education and critical thinking with moral development? Value education has in common with moral development that both concentrate on the development of values in students. But they differ too. Value education implies quite explicit ideas about the values that are necessary for students; moral development is more neutral with regards to the values it wants to develop. On an abstract level, the 'Just Community Approach' (Power, Higgins and Kohlberg, 1989; Oser, 1994) is much clearer about the values that are regarded as being important.

Critical thinking has in common with moral development that both concentrate on skills to analyze values and to communicate about them; they are both cognitive skills oriented approaches. Critical thinking has in fact formulated lots of skills that students need to acquire for thinking critically. In their review article, Kennedy, Fisher and Ennis (1991) distinguish the following skills for 'critical thinking': identifying assumptions, both stated and unstated, both one's own and others'; clarifying, focusing, and remaining relevant to the topic; understanding logic and judging sources, their reliability and credibility. Besides skills, dispositions are important too: being open-minded; considerate of other people; being impartial; suspending judgment; taking a stance when warranted; questioning one's own view and using one's critical thinking skills.

We can show the similarities and differences between value education, critical thinking and moral development in the following diagram:

	values	skills
value education	x	
critical thinking		x
moral development		x

We know that these educational concepts are grounded in different philosophical traditions and that these concepts have very different connotations. But we also know that science, the genesis of concepts and theories, is a kind of interaction in itself.

What can, from the moral development perspective, be added to the two other movements? To value education, moral development can add the skills to think and reflect on values. It can show students that values are constructs, that people can make choices for certain values, and that in making choices they reason and think about what to do and what to believe.

To critical thinking, the moral development perspective can add the dimension that values influence thinking, that values direct signification processes. Critical thinking is basically oriented towards the means (logical thinking), not towards the goal (the values). Moral development can make critical thinking more goal-oriented.

Both 'critical thinking' and 'moral development' consist of notions that relate to students' learning activities with the main characteristic that a student should develop his/her own values. Because both movements promote a value-neutral position for the teacher in pedagogical action, there is in these theoretical positions in our opinion not enough focus on the values teachers themselves find important for their students, on the way teachers express these values and, for interaction, on the value-level between teacher and student.

In this paper we will concentrate on the values teachers find important for their students, on the way teachers express these values and on the interaction on the value-level between teacher and student.

TEACHING AND LEARNING VALUES

Firstly, I will present a model of 'Teaching and Learning Values'. Then I will explain the different components of the model and present some results of the studies we undertook.

teaching				learning
A	B	C	D	E
values teacher	methodology	interaction	cognitive strategies	values students

Teaching and learning are two different processes, but they are processes that do interact. When we regard this from the position of the student, we see that a student constructs his or her own knowledge, insights, personal values and identity. Learning is giving a personal meaning to the outer world. It is a process of signification.

Teachers, on the other hand, want to influence the personal development of their students. Even in a so-called child-centered education, teachers want to influence this process of signification. Also, even if a teacher or another person tries to avoid having this influence, the teacher still gives cues that might unknowingly influence the personal development of the student. For that reason we developed the notion of 'value stimulation' by teachers.

VALUE STIMULATION

teaching				learning
A	B	C	D	E
VALUES **TEACHER**	methodology	interaction	cognitive strategies	values students

The values teachers find important for their students are expressed in the content of their instruction and in the way they guide the learning process. The values a teacher wishes to develop in his/her students are expressed in the pedagogical content knowledge of that teacher (Gudmundsdottir, 1990) and in his or her interpretation of the curriculum (Goodlad, Klein and Tye 1979). Teachers stimulate these values via subject matter, chosen examples and reactions to their students.

A teacher tries to influence this process of signification of meaning by providing a content and, in particular, by his/her interaction with the students. A comparable teaching strategy is used when attention is given to the development of values. Students develop their own values, they give their own signification of meaning, but teachers try to influence this process of signification (McLaren, 1994; Veugelers, 1989). By doing so, teachers stimulate the development of specific values. Therefore we use the notion 'value stimulation' (Veugelers, 1995).

Both constructive psychology (Prawat, 1992) and critical pedagogy (Giroux, 1989) show us that teachers cannot directly transfer values to their students, because students construct their own concepts of meaning and develop their own values. Teachers, however, can encourage students to develop certain values or they can try to influence

them to do so.

Teachers may be asked which values they want to develop in their students, which values they propagate by means of didactic materials and educational behavior, and how they work on stimulating the development of values in students. Of course, we cannot make all of this 'hidden curriculum' explicit, but that is no excuse for not analyzing the values teachers find important for their students and how teachers work with these values in their educational practices.

VALUES OF THE TEACHER

In one of the studies we asked 415 teachers which values regarding labor they think are important for their students (Veugelers, 1995). Our results show that teachers do not only pass knowledge and skills onto their students, but they also stimulate them in developing certain values regarding labor. The personal curriculum used by teachers and their interpretation of the formal curriculum include goals that are related to the development of values regarding labor. Teachers want to transfer specific values that are part of their 'pedagogical content knowledge'. Their professional view is that they merely have a pedagogical task. But our results show that the type of school, the subject, personal characteristics, as well as the culture of the school, also have an influence on the specific values teachers stimulate in their students.

Personal adaptation, personal emancipation and collective emancipation

Values can differ in the orientation they express. With regards to labor, we might distinguish between personal adaptation, personal emancipation and collective emancipation. Our investigations show that teachers declare that they attach more importance to goals related to collective emancipation than to those related to adaptation. This is most obvious in the theme dedicated to 'social organization of labor', which is oriented towards the labor system. Concerning 'labor relations', the difference between collective emancipation and adjustment has proven to be much smaller. Furthermore, teachers find it important that their students acquire both values relating to adjustment, and values relating to changes in the existing labor relations by endeavoring to achieve a more equal division of labor. Orientation towards adjustment, as elaborated in this study, appears mainly in the theme dedicated to 'relations between education and labor'. Teachers stimulate in their students the development of the view that personal attitudes and initiatives have an significant influence on future achievements in their professional careers. They also stimulate the view that labor relations such as rights and duties, for instance, are present

in school as well.

Our results show that a single teacher can stimulate competing orientations: a teacher can be 'guided' by both the personal adaptation and the collective emancipation orientation. These competing orientations may be seen as a moral dilemma; the real situation determines the specific relation between these orientations.

Let us now have a look at the methodology teachers use in working with values.

METHODOLOGY

teaching				learning
A	B	C	D	E
values teacher	**METHODOLOGY**	interaction	cognitive strategies	values students

Most often, teachers will only implicitly show the values they find important for their students. They express them in their content of instruction, personal curriculum and didactic methods. However, teachers can also work more explicitly on value-stimulation by stimulating certain values quite clearly and overtly.

In their educational practices, in dealing with the development of values, teachers can also concentrate on teaching cognitive strategies, strategies for critical thinking. But even then, teachers will show which values they find important for their students. The cognitive strategies teachers want to teach their students are 'colored' by the values they find important for them.

We distinguish four instruction strategies in teaching value-loaded topics:

A the teacher tries not to express his own values
B the teacher makes explicit which values he/she finds important
C the teacher stresses differences in values without expressing the values he/she finds important
D the teacher indicates differences in values, but also expresses the values he/she finds important

In a diagram:

	no differences	differences
no values	A	C
own values	B	D

All this does not mean that students have to adopt the values the teacher expresses, but due to balance of power in education, students tend to approach these values in a serious way. Students have to make up their minds about the values their teachers stimulate.

INTERACTION FROM THE POINT OF VIEW OF THE TEACHER

teaching				learning
A	B	C	D	E
values teacher	methodology	**INTERACTION**	cognitive strategies	values students

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A second study examines more directly the connection between stimulating certain values by teachers and students' learning how to be critical. Teachers from five upper secondary schools participated in the first qualitative stage of this study. Interviews with these teachers focused on the tacit knowledge of teachers about how they see their task in developing values in their students. In their reports on educational practice, teachers had to indicate which of the above mentioned cognitive strategies they teach, and in which way values are expressed in their teaching. They have to describe their educational

practice and their students' behavior, and particularly their interaction with the students.

We shall give some examples that show how the teachers that participated in our study describe the way in which they express their values when teaching cognitive strategies for critical thinking. These are examples of strategies used by teachers:

Pattern in instructional strategies

Some teachers affirm that there is a pattern in the way they use instructional strategies when teaching value-loaded topics. They usually start by:

- not expressing their own values (strategy A)

then

- stress differences in values without expressing the values they find important (strategy C)

and end with

- the values they find important (strategy D).

Teachers start this pattern by avoiding to express certain values in order to give students the opportunity to formulate their own opinions. Then they want to be sure that different opinions are taken into consideration. They end by indicating the values they find important themselves.

The teacher indicates differences in values, but also expresses the values he/she finds important

Another often noticed strategy is that teachers confront students with certain values they find important for them. Students are invited to express their own points of view on those opinions/values (strategy D). An example:

'I point out the contradictions and I often give my own opinion to the students, asking them to provide their views on my opinion next week. For example, I told a student that I thought he would become a good teacher. I asked him to think it over and

give me all his pros and cons. Students find me to be very confronting. They appreciate this, but you can only do this when there is a good atmosphere between teacher and students.'

More teachers say that they quite clearly express their own opinions and that they ask students to use cognitive strategies for 'critical' thinking in formulating their own opinions. In using these strategies, students have to react to the opinion of the teacher.

Stimulating values and continuing the dialogue

Teachers must teach students cognitive strategies, stimulate specific values as part of their pedagogical task and, at the same time, they must show some respect for students' own opinions in consideration of the students' feeling of self-respect and of teachers' acceptance of cultural differences. To maintain a balance between these three educational tasks is not easy for teachers. Some examples:

- 'You are continuously pushing on, in a really very personal way. You watch and take care of the limits of your interventions.'
- 'In the values of others you look for some space that is open for change. These values sometimes clash with your own values. You try to make opinions debatable and, at the same time, respect others' opinions.'
- 'The approach is to try to respect values, but also to be clear in what you think. The most important thing is to keep the dialogue open.'

INTERACTION FROM THE POINT OF VIEW OF THE STUDENT

teaching				learning
A	B	C	D	E
values teacher	methodology	**INTERACTION**	cognitive strategies	values students
		<---------		

We now changed our focus towards the learning process of students. In our model we emphasize the interaction between students and teachers.

In one of our research projects, we asked 43 students which teacher's strategies they would prefer and which strategies their teacher really uses:

A the teacher tries not to express his own values
B the teacher makes explicit which values he/she finds important
C the teacher stresses differences in values without expressing the values he/she finds important
D the teacher indicates differences in values, but also expresses the values he/she finds important

their preference	D	3.42 (of 4)
as second	C	3.28
as third	A	1.79
they don't like	B	1.53

The practice in their school:

most teachers do mostly	D	3.51
often teachers do	C	2.86
sometimes they do	A	1.84
they hardly ever do	B	1.79

Students really prefer that teachers indicate differences in values, and they also prefer that teachers express the values they themselves find important. But the second preference given, 'without expressing their own values', is only slightly less often mentioned than the first preference, 'with their own values'. We may conclude that students do like teachers to express their own values besides indicating differences in values, but teachers shouldn't stress their opinion too much.

COGNITIVE STRATEGIES OF STUDENTS

teaching				learning
A	B	C	D	E
values teacher	methodology	interaction	**COGNITIVE STRATEGIES**	values students

Let us look at the learning process. In learning critical thinking, students can acquire cognitive strategies for signification and they can also learn to regulate these learning processes. Learning to think critically can be seen as a higher-order thinking in the development of values. Judging the information is a central feature in this process. Kennedy, Fisher and Ennis (1991) and Paul (1992) made long lists of cognitive strategies needed for critical thinking. As we are interested in the influence values have on 'critical' thinking, we selected some specific cognitive strategies. We also added strategies for dialogue, because participating in a dialogue is a strong means in the process of learning critical thinking (Shor, 1992). Thus we obtained the following reformulated cognitive strategies, which are part of the learning process towards 'critical' thinking:

1. formulate one's own opinion
2. analyze which values are expressed in that opinion
3. formulate other opinions about the same topic, and analyze which values are expressed in other opinions
4. compare different opinions and the values expressed in them
5. have a dialogue about the opinions of others
6. have a dialogue about one's own opinion

In a research project we are working on now, we provide students with dilemmas relating values and labor and we ask them:

* to analyze both perspectives
* to compare these perspectives
* to give their opinion
* to explain why they choose for one perspective

This research can give us more insight in the disposition students have to use cognitive strategies and their ability at using the cognitive strategies. We provide them with dilemmas so they are challenged to think about both perspectives.

In the teachers' study on values regarding labor, teachers stated how important it is that we distinguish between personal adaptation, personal emancipation and collective emancipation. The data we collected with students give us an opportunity to analyze whether the orientation in the values of the students does relate to the disposition students have to use cognitive strategies and their ability at using the cognitive strategies.

Of course, even on completion of this research project we will not yet know how the acquisition and use of cognitive strategies influences changes in values of students. Neither will we know what the influence is of the values of teachers on the values of the students.

VALUES OF STUDENTS

teaching				learning
A	B	C	D	E
values teacher	methodology	interaction	cognitive strategies	**VALUES** **STUDENTS**

In a research project we just started, we ask students, their parents and their teachers which values they find important and how teachers and parents are working on that. This research in eight upper secondary schools can gives us more insight in the values these 480 students, their parents and their teachers find important, what methodology teachers use according to themselves, the students and the parents, and what strategies students learn to think about values and to act on them. The study can give us more knowledge of the moral climate in the school (Jackson, Boostrom and Hansen, 1993; Higgins, 1996).

After showing different aspects of teaching and learning values, we will now go back to our comparison of educational concepts that deal with values in education.

A SOCIOPOLITICAL PROJECT

Criticizing 'critical thinking'

Criticism towards the 'critical thinking' movement is twofold: firstly it strongly appeals to a cognitive learning style (Kaplan 1991; Thayer-Bacon, 1993; Veugelers, 1997). The increase of care and commitment to the subject is inadequately incorporated in the conceptual framework of teaching 'critical thinking'. Another point of criticism is that 'critical thinking' stimulates relativism. Teachers do not explicitly express the values they find important for their students. Students get the impression that all values are of equal worth. According to these critics, the effect is that students learn that viewpoints are value-bound, but that because of the 'neutral' position of the teacher, they obtain no indications about what is 'good' and what is 'bad' (Sockett, 1992). This criticism comes mostly from people like Bloom (1987), who are concerned about the lost of traditional values.

A sociopolitical practice

From a more liberal position, a reference is made to the postmodern age in which we are presently living. According to postmodernism, in the present society there are no longer any fixed values, traditional ideologies have lost their coherence and also, partly, their signification (Usher and Edwards, 1993). This postmodernist criticism could be right in that traditional ideologies are not that powerful anymore. In our opinion, this does not mean that education does not have a pedagogical task anymore (see also, Beyer and Liston, 1992). We agree with Kincheloe (1995) that the social commitment of the critical has to interplay with the radical uncertainty of the postmodern.

Perhaps, the developments occurring in our society nowadays are less pre-determined than before, yet, our society reproduces and transforms itself. This process of reproduction and transformation represents both the inset and the effect of political and cultural struggle. In education, this struggle is reflected in the curriculum, in the educational goals of teachers and in educational practice (Giroux and Mc Laren, 1989). Teachers are part of this political and cultural struggle.

As a form of cultural politics, education implies not only the transfer of knowledge and the development of skills, but also the development of values. In developing the citizenship of their students teachers cannot remain neutral in this political and cultural struggle. Thus, 'critical thinking implies not only reading the word, but also reading the world' (Goodman, 1992, p. 159).

Walters (1994) has analyzed the development of the critical thinking movement. The 'first wave' of critical thinkers focused on logical analysis, whereas the 'second wave' focused on the ideological position of the thinker, i.e., critical thinking was understood contextually. McLaren (1994a) argues for a 'third wave' which sees reasoning as a sociopolitical practice, as part of politics of social justice. Value stimulation by teachers is always a sociopolitical practice, it depends on the political position of the teacher how they contribute to social justice.

Teachers as participants and supervisors

In the interaction of values in the classroom teachers act both as participants and supervisors. Teachers pay their own contribution to the content. But because of their pedagogic authority this contribution cannot be compared to that of their students (Lisman, 1991; Van Manen, 1994). Teachers have a greater influence on the curriculum in practice. Their values are ingrained in educational matters and also in the pedagogical relations which, together, constitute the concept of education. As we have seen, teachers cannot remain neutral with regard to expressing certain values in their teaching. Stimulating certain values is characteristic of their profession. Therefore, we think, it is advisable to be aware of the values teachers want to develop in their students. For teachers this means that they have to make more explicit which values are included in their 'pedagogical content knowledge'. In considering their work teachers should not only reflect upon their interaction with the students, but also upon the values that govern their teaching. Teachers have to develop their sociopolitical project (Liston and Zeichner, 1992; Veugelers, 1997).

In teaching their students critical thinking skills, teachers do not take up a neutral position, but here also they stimulate certain values. Therefore, we think it is important to examine what teachers do when they try to develop critical thinking skills in their students, at the same time wishing to develop certain values. In one and the same process teachers try to continue the dialogue with their students and to change certain values.

Giroux (1995) states that all teaching is profoundly political and that critical educators should operate out of a project of social transformation. Giroux makes clear what the difference is between critical educators and conservatives, the latter refuse to examine their own values, beliefs, and ideological construction. Therefore, when teachers combine value stimulation with critical thinking they also have to analyze their own opinions and values. Their own values are part of the game of signification. But the teacher is just one of the players.

I will give one more diagram:

	values	skills
value education	x	
critical thinking		x
moral development		x
critical pedagogy	x	x

Like critical thinking, value education, and moral development, 'critical pedagogy' is a movement. Even more so than the other movements, critical pedagogy shows a great diversity in concepts and (proposed) practices. But most of the critical educators agree in working on both skills and values. With regard to values they are clear about which values they find important, like empowerment, transformation and diversity. But as critical educators they want to use the cognitive strategies for analyzing there own values too.

Compared to moral development, they are much clearer about the sociopolitical project they are working on. Their work is not unproblematic in the educational practice and their ideas sometimes seem unsuitable for regular education, but it is still astonishing to see how separate moral development and critical pedagogy have stayed.

Critical pedagogy can add to moral development in the sense that working on values in education is part of a sociopolitical project, it can give new inspiration to the 'Just Community concept', and it can help to avoid regarding a teacher as value-neutral. It can go beyond a relativistic view on teaching values.

In the moral development movement there is a strong research tradition on moral dilemma (Oser, 1994; Berkowitz, 1996; Lind, 1996). An important element that moral development can add to critical pedagogy is that learning values may benefit from working with competing values that express moral dilemmas. Using moral dilemmas in education enables students to approach values from different perspectives.

As we showed, even a teacher who pays attention to differences in values, often expresses the values he/she finds important. As we have seen too, students prefer the teacher's strategy in which teachers express differences, but are clear about their own preferences and their own values.

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